Professional Growth and Effectiveness System (PGES)
COMPARISON TALKING POINTS
of teacher, other professional, and principal/assistant principal

MEASURE	Teacher	Other Professional	Principal/Asst. Principal
Self-Reflection	*All personnel reflect and analyze practices*		
	Uses the KY Framework for Teaching (KyFfT)	Uses the Specialist's Framework	Uses the 6 Principal Performance Standards
Student Growth	*Principals and some teachers use Student Growth based on a state contribution.** *All personnel set Student Growth Goals based on local contribution*		
	Local goal is created from data determined at the local level. State contribution to Student Growth is the median student growth percentile (MSGP)*	Local goal is created from data determined at the local level.	Local goal based on school need. State goal is created based on ASSIST (CSIP) data. The assistant principal inherits the SGG of the principal.
Observation	*All personnel engage in observations from supervisors.*		
	Principals conduct observations of teachers using the KyFfT. Principals must by certified through the Teachscape Proficiency exam.	Principals conduct observations of other professionals using the appropriate Specialist Framework. Principals must be certified through the Teachscape Proficiency exam.	Principal will have a minimum of 2 site visits from the superintendent/designee, (One each semester) There is no certification exam. The PPGES Site Visit module details the expectations for site visits by supervisors.
Professional Growth	*All personnel develop professional growth goals.* *Goals are developed using multiple data sources, are revisited during the year, and are monitored to determine progress and make adjustments to strategies as needed.*		
	A teacher must develop a minimum of one Professional Growth Goal.	An other professional must develop a minimum of one Professional Growth Goal.	Principals develop a minimum of two Professional Growth Goals. One goal is a two-year working conditions goal based on TELL Kentucky survey results The assistant principal develops an

			independent PGP but inherits the WCG of the principal.
Student Voice	*All personnel gather data based on student/teacher perceptions through surveys.*		
	Teachers administer the Student Voice survey to students every year.	Other professionals administer the Student Voice survey undergoing validation to students.	Principal data is collected through the TELL and VAL-Ed surveys. These surveys are administered in alternating years.
Evidence	**All measures can be supported through the collection of evidence**		
	Teachers' measures are supported by evidence that naturally occurs in day-to-day teaching. Evidence informs final professional practice ratings for each domain of the KyFfT	Other professionals' measures are supported by evidence that is naturally occurring in day-to-day job duties. Evidence informs final professional practice ratings for each domain of the Specialist's Frameworks.	Principals' measures are supported by artifacts/documentation created in the day-to-day running of a school. Evidences inform the meeting of performance standards.
Peer Observation	*NOT IN PRINCIPAL PGES*		
	A peer observer conducts, at the minimum, one observation during a summative cycle for the purpose of improve instructional practice through collaborative learning. There is purely formative. Peer observers are required to complete the KDE approved training every three years.	A peer observer conducts, at the minimum, one observation during a summative cycle for the purpose of improve instructional practice through collaborative learning. There is purely formative. Peer observers are required to complete the KDE approved training every three years.	No Peer Observation

The student growth contribution as determined by the state, is referred to as the MSGP (Median Student Growth Percentile). This only applies to grades 4-8 in the subjects of reading and mathematics; the data is collected from KPREP scores.

Personnel follow the district CEP in implementing PGES.